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ABSTRACT

This teacher's guide to unit one of the first-semester "Comparing Political Experiences" course provides teaching instructions to meet the unit objectives. After an introductory review of the general objectives, the guide outlines specific instructional objectives and procedures for each of the 18 activities described in the 12th-grade student materials. Each instructional procedure is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the ojbectives. For example, to help students achieve mastery of concepts such as political resources or political activities, students are given repeated opportunities to use the concepts to organize and interpret information and to build descriptive and explanatory generalizations. Finally, lessons require students to apply the knowledge and skills to the solution of a fresh problem or exercise. Appendices include teacher reaction forms, answers to questions posed in the textbook, and role descriptions for participants in role-play activities. (Author/DE)

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COMPARING POLITICAL EXPERIENCES

POLITICAL SYSTEMS

Observing Political Systems

Teacher's Guide

Unit One

Judith Gillespie
John Patrick

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SO 008 959

These experimental curriculum materials are part of a high school course, Comparing Political Experiences. The materials constitute one unit of one semester, Political Systems. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. The project is supported by funds provided by the National Science Foundation. These materials cannot be duplicated, reproduced or used in any manner without the specific written approval of the High School Political Science Curriculum Project.

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PREFACE

Observing Political Systems is one unit of a year long course, Comparing Political Experiences. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information.

Observing Political Systems is the first unit of the Political Systems one-semester course. Political Systems includes three additional units of instruction.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and John Patrick have primary responsibility for the development of the Observing Political Systems unit.

During 1974-75, the Political Systems course underwent systematic field testing in twenty-four pilot schools in various parts of the country. These field tests yielded evidence about the strengths and weaknesses of the Comparing Political Experiences program. On the basis of this evidence, the experimental program was revised and is to be tested again in pilot schools in 1975-76.

The goal of systematic field testing and revising of this experimental program in political education is to produce a viable instructional product. That is, a program that facilitates the achievement of particular instructional objectives by a large majority of those enrolled in the program.

Judith Gillespie
John Patrick

INTRODUCTION

This Teacher's Guide to Unit One, Observing Political Systems, is a plan for instruction to achieve particular objectives. These objectives pertain to the three major dimensions of the Comparing Political Experiences program: (1) the knowledge dimension, (2) the intellectual skill dimension, and (3) the participation skill dimension. Specific instructional objectives are stated throughout this guide for each of the activities which comprise Unit One. These specific lesson objectives are subsumed by more general unit objectives which follow.

General Objectives for Unit One

Unit One is the first of four units in a full-semester course. The purpose of the unit is largely to introduce students to many ideas which they will work with in depth in succeeding units. Therefore, students will be introduced to the concept of political system, but they will learn much more about the concept later in the semester. In the same way, students will learn to use concepts in important ways to understand political life, but they will practice and extend their skills throughout the semester. Finally, students will acquire some minimal participation skills in this unit which will become building blocks for the development of more sophisticated participation behavior as the course progresses. Unit One thus serves as an overview and initiation to many of the ideas and skills on which the semester program is based.

The objectives fall into three general categories: political knowledge, intellectual skills, and participation skills. The political knowledge category focuses on ideas, or political concepts, rather than chronologies of events or facts. The thrust of the knowledge objectives

is for students to be able to work with important political ideas and to apply these ideas in making sense out of political life in many different political units.

The second general category of objectives focuses on intellectual skills. Without acquiring some basic intellectual skills, the political knowledge students learn would be relatively useless. They would not know how to work with their ideas to develop important lines of argument or generalizations. They would not have sound criteria for judging the utility of their ideas for different purposes. When students achieve our intellectual skill objectives, they will have gained some basic skills which will aid them in working with political ideas and gaining evidence to support their knowledge and value claims.

The third category of objectives involves the development of participation skills. Experience has taught us that most students do not consider themselves to be political actors in their everyday lives. Therefore, it is important that participation skills are taught gradually, beginning with a basic recognition that everyone acts in political ways everyday. Once this perspective is acquired, students can begin to build skills which will aid them in being more effective participants in a variety of political settings. When students achieve our participation skill objectives, they should be able to see the potential integration between their knowledge and actions and to understand the common, everyday dimensions of political life as they apply to their own lives and to others around them.

Following is a list of the terminal, or general, objectives for Unit One. These ten general objectives subsume the specific objectives for each activity of this unit, which are listed throughout this guide.

General Objectives for Unit One

1. Students are able to identify and/or recall the defining characteristics of a system.

2. Students are able to use our political systems model (consisting of the concepts of political activities, resources, and experiences) to describe political life.

3. Students are able to identify and/or recall defining characteristics of a coalitional system type.

4. Students are able to use a coalitional political system model to describe political life in the United States at the national level of analysis.

5. Students are able to identify and/or recall the defining characteristics of each of four political experiences concepts: maintenance, change, development, and conflict.

6. Students are able to use our four political experiences concepts (maintenance, change, development, and conflict) to describe political life in the United States at the national level of analysis.

7. Students are able to recognize and evaluate performances of the observer participant role.

8. Students are able to evaluate evidence gathered through an observation record.

9. Students are able to distinguish examples from non-examples of questions that require moral judgment and of statements of moral judgment.

10. Students are able to utilize the skills of comparative political analysis by recognizing statements of comparison.

These objectives do not separate out into neat categories in the course. They are intimately interrelated and promoted simultaneously in each lesson throughout the semester. This interrelationship is important, for students need to see how knowledge can be gained, used and applied to their own political activities. In pursuing each of the categories of objectives simultaneously and gradually, we aim to increase the overall political competence of all students. In this way, we hope to promote well-rounded,

skilled political actors who exercise judgment in their actions rather than over-intellectualized observers of the political scene or spontaneous advocates of popular causes. Therefore, political competence as a multi-dimensional attribute of any citizen is an overall objective of this unit and the program as a whole.

A Note About Instructional Procedures

Instructional procedures are means for achieving instructional objectives. Throughout the Comparing Political Experiences program, we have tried to design instructional procedures that are likely to lead efficiently and effectively to the achievement of objectives. To this end we have created sets of lessons with the following major characteristics.

1. The lessons provide students with a sense of purpose related to the achievement of new knowledge and skill competencies.

2. The lessons provide students with ample opportunity to acquire and practice new knowledge and skill competencies.

3. The lessons provide students the challenge of activities which require them to demonstrate competence by applying their knowledge and skills to the solution of problems and exercises.

In Unit One, activities are designed to help students perceive the purposes of instruction. Teacher's should further this aim as they interact with students in the classroom. We believe that students who have a sense of instructional objectives are more likely to achieve those objectives than are students who are confused or ignorant of the purposes to be served by lessons.

The instructional procedure in each activity of Unit One is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the objectives for the activity. For example, to help students achieve mastery of concepts such as political resources or political activities, students are given repeated opportunities to use the concepts to organize and interpret information and to build, in combination with other concepts, descriptive and explanatory statements.

Finally, application lessons, which require students to perform as specified by instructional objectives, permeate the Unit One activities. These application lessons can be viewed as informal tests of achievement. Students who can apply knowledge and/or skills to the solution of a fresh problem or exercise are demonstrating that learning has occured. Those who fail to perform satisfactorily in response to an application lesson reveal clues about their learning deficiencies which can help the teacher to help students remediate their deficiencies.

Following is a schedule of the activities designed to help students achieve the Unit One objectives.

Schedule of Activities for Unit One

(with estimated teaching time)

Part A: INTRODUCTION TO POLITICAL LIFE

Activity	Estimated Teaching Time
1. Walkout!	1 class meeting
2. What Is Politics?	1 class meeting
Part B: POLITICS AND YOU	
1. Ways of Participating in Politics	1 class meeting
2. Observing Political Activities	1 class meeting
Part C: A SYSTEMIC VIEW OF POLITICS	
1. What is a Political System	2 class meetings
2. Who Gets What in Crystal City	1 class meeting
Part D: COALITIONAL POLITICAL SYSTEMS	
1. Coalitional Political Systems	1 class meeting
2. Coalitional Politics in the USA	1 class meeting
3. Political Systems as Models	1 class meeting
Part E: TWO POLITICAL EXPERIENCES	
1. Roosevelt and the Lend-Lease Bill	1 class meeting
2. Truman and the Korean Decision	1 class meeting
3. Decide!	1 class meeting
Part F: POLITICAL DEVELOPMENT AND CONFLICT	
1. Two Dialogues	1 class meeting
2. Johnson, Nixon and War Powers	1 class meeting
3. Decide!	1 class meeting

Part G: OBSERVING POLITICAL EXPERIENCES

1. Taking an Observer Role in Groups	1 class meeting
2. Observing Political Experiences in Your School	1 class meeting
UNIT MASTERY TEST	1 class meeting

A Note About Evaluation

Evaluation in this program is concerned with measuring the learning of students in terms of the objectives of instruction specified for each activity of the program. We aim to determine which objectives have been attained, or not attained, in order to find out particular strengths and weaknesses of our instructional procedures. We can use this knowledge to help us improve our instructional materials and techniques through appropriate revisions.

A Mastery Test has been designed for the end of this unit which will measure student achievement of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjunction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each part of the unit, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the teacher's guide and mailed as soon as possible.

The evaluation will also include student reactions, gathering information from site observations, and obtaining critiques from scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

PART A: INTRODUCTION TO POLITICAL LIFE

Part A is designed to introduce the concept of politics. In Activity A-1, students are asked to speculate about the meaning of politics from information presented in "Walkout," a case study of political activity in a high school. In Activity A-2, students are presented with a definitional discussion about the meaning of politics. They have an opportunity to check their prior speculations against this systematic discussion about the meaning of politics.

Activity A-1: Walkout!

Instructional Objective

As a result of working with this activity, students are expected to be able to speculate about the meaning of politics. The questions on page 8 of the textbook should be used to prompt and guide this speculative discussion.

Instructional Procedures

1. Ask students to read page 1 of the text and to think about the question on the bottom of the page: What is politics?
2. Tell students they will hear a tape recording about politics in a school. Tell them to use this case to help them think about the meaning of politics.
3. Play the tape recording, "Walkout!" This takes about ten minutes. A transcript of this tape appears on pages 3 to 6 of the textbook.
4. Tell students to read the newspaper article on page 7 of the textbook to learn the outcome of the "Walkout" case.

5. Ask students to analyze the case in terms of the questions on page 8 of the textbook. These questions can guide students' thinking about the meaning of politics. Conduct a speculative open-ended discussion of these questions. Don't judge student responses as correct or incorrect. Rather, prompt them to respond as fully and broadly as possible. In the next lesson, students can check their speculations against our definitional discussion of politics.

Activity A-2: What is Politics?

Instructional Objectives

1. Students can use our definition of politics to analyze the "Walkout" case. Questions 1-9 on page 15 of the textbook can be used to guide this analysis.
2. Students can make value judgments about the political activity in this case in terms of questions 10-11 on page 15-16 of the textbook.

Instructional Procedures

1. Ask students to read pages 9 to 14 of the textbook. Tell them that this reading assignment presents our definition of politics. Students should check their speculative answers made to questions in the preceding activity against the definitional discussion.
2. Ask students to use our definition of politics to analyze the "Walkout" case. Tell them to use questions 1-9 on page 15 of the text to guide their analysis.

3. Conduct a directed discussion of answers to these questions. Be sure that either you or one of your students corrects any wrong answers presented in the discussion. Refer to Appendix A-1 for an answer sheet for these questions. You may wish to duplicate and distribute copies of this answer sheet to your students at the end of the lesson. They might find this answer sheet useful as a reference tool when doing subsequent lessons.

4. Ask students to respond to questions 10-11 on pages 15-16 of the textbook. These questions require students to make and support value judgments about the "Walkout" case. Help students to understand the elemental difference between value judgments and factual judgments. Value judgments are about what ought to be. In contrast, factual judgments are about what has been, what is, or what might be. Help students to recognize that their preferences about political activities and resources represent value judgments. Thinking and acting in terms of value judgments is central to politics.

Observing Political Systems
Part A

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   ☐ My class(es) completed the part, but with major modifications (specify).
   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   ☐ ...contributed greatly to my students' achieving the learning objectives.
   ☐ ...detracted from my students' achieving the learning objectives.
   ☐ ...engaged the interest of my students.
   ☐ ...allowed my students to get distracted or bored easily.
   ☐ ...was too repetitive.
   ☐ ...was appropriate.
   ☐ ...was inappropriate (specify) _____
   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   ☐ This part just took too long to get through and this inhibited student interest and learning.
   ☐ This part proceeded at just the right pace to keep the students learning and interested.
   ☐ More time really needed to be spent on the lessons in this part.
   ☐ Other (specify) _____
   _____

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Part B: Politics and You

The purpose of Part B is to move students to become more sensitive to the political events which occur regularly in their lives and to introduce them to political participant roles which are played regularly in groups to which they belong.

Activity B-1 describes various ways that students may participate in politics and introduces five typical participant roles. Activity B-2 is designed to teach skills of systematic observation of political events.

Activity B-1: Ways of Participating in Politics

Instructional Objective

After doing this activity, students are expected to be able to identify political roles in terms of the participant role typology on page 21 of the textbook.

Instructional Procedures

1. Ask students to read pages 17 to 23 of the text.
2. Ask them to identify the participant roles in the picture on page 23. Use this exercise to focus attention on the participant role typology on page 21.

Activity B-2: Observing Political Activities

Instructional Objective

1. Students can use an observation record to systematically observe and interpret political participation in a peer group.
2. Students can state a preference for using a systematic rather than an unstructured observation record and to articulate reasons for this preference.

Instructional Procedures

1. Ask students to read pages 24 in the textbook, which introduces a role play activity.
2. Select five students to play the roles of dance committee members. (See Appendix B-1, of this Teacher's Guide for a copy of role descriptions for this lesson.) Make a copy of the role descriptions and distribute the appropriate role description to each student who is to participate in the role play exercise. Do not show the description for a particular role to anyone but the student who will play the role.
3. Tell each role play participant to study his/her role description and to think about how he/she will behave in terms of the role assigned to him or her.
4. Divide the remainder of the class into two equal groups. Distribute a copy of the "Observation Record for Observer Group #1" to each member of the first of the two groups. Distribute a copy of the "Observation Record for Observer Group #2" to each member of the other group. (See Appendix B-2 for copies of these observation records.)
5. Tell the two observer groups that they are to use these "Observation Records" to guide and write down their observations of the role behavior of the dance committee members. Don't tell them that the two observer groups have been given different observation records.

6. Ask the role play participants to conduct their dance committee meeting. Use a maximum time of about fifteen minutes to conduct this part of the lesson. The meeting may be finished before this time. However, it is not advisable to have the meeting last longer than about fifteen minutes.
7. After the role play is finished have each student complete his/her observation records. In order to involve the role play participants in this part of the lesson, give each one a copy of the observation record for Group #1 and have each one complete this form.
8. After about ten minutes, ask three or four members of Observation Group #1 and of Observation Group #2 to report the observation that they made.
9. After hearing these reports, conduct a debriefing discussion of this lesson. The purpose of a debriefing discussion is to determine the extent to which students have understood the main points of the lesson. Following are some suggested questions which you might use to help you conduct this debriefing discussion.
   a. What similarities and differences did you notice in the observation reports of members of Group #1, as compared to Group #2? (It is expected that students in Group #1 will have similar observation reports, since they all used a structured observation record which focused the attention of observers on particular aspects of the committee meetings. In contrast, the observation records

used by Group #2 are unfocused and unstructured and should yield diffuse and dissimilar observations.)

b. Can you explain the similarities and differences you noted in response to question "a" above? (Draw attention of students to the great differences in the observation records used by Groups #1 and #2. Help students to understand that the differences in observations of the two groups are related to differences in the observation records.)

c. What is the value of having a well-organized observation record that focuses the attention of observations on certain kinds of behavior? (Use discussion of this question to help students understand the importance of using a structured, systematic observation record.)

10. Conclude this activity by having students read "The Importance of the Observation Record" on pages 25 to 27 of the text. The purpose of this reading is to reinforce their understanding of the value of gathering evidence through systematic observation.

Observing Political Systems
Part B

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)

   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART C: A SYSTEMIC VIEW OF POLITICS

Part C is aimed at introducing and developing the concept of political system. Activity C-1 is a "slide-tape" presentation which introduces the concepts of system and political system. Activity C-2 is based on a case study, "Who Gets What in Crystal City?" Students are expected to apply their concept of political system to organize and interpret information in this case.

Activity C-1: What is a Political System?

Instructional Objectives

1. Students can indicate main characteristics of systems as indicated by their responses to Exercise 1 on page 32 of the text.
2. Students can use a system to describe and explain relationships between objects as indicated by their responses to Exercise 2 on pages 37 to 38 of the text.
3. Students can use a system to describe and explain relationships between objects from one time to another as indicated by their responses to Exercise 3 on page 42 of the text.
4. Students can use a political system model to describe and explain political phenomena as indicated by their responses to Exercise 4 on pages 49-52 of the textbook.

Instructional Procedures

1. Show Part I of "A Systemic View of Politics." Part I of this "slide-tape" is titled "Systems." You will need

a carousel slide projector, an audio tape recorder, and a screen to present this program.

2. At three points in the program, you are instructed to stop the "slide-tape" and refer students to an exercise in the text. The first "stop" comes near the beginning of the slide tape. Students are referred to Exercise 1 on page 32 of the text. The purpose of this exercise is to generate speculations about the meaning of system. Ask students to take about five minutes to respond to Exercise 1 in writing. Next, you should conduct a brief open-ended discussion. Intervene in the discussion if it is necessary to keep student commentaries "on track" or to spark a lagging discussion. However, refrain from judging student answers or from providing answers at this point in the lesson. Don't spend more than ten minutes on this discussion.
3. The next segment of Part I of the "slide-tape" presents a definition of system with numerous examples. The second "stop" comes at the end of this definitional presentation. Students are referred to Exercise 2 on pages 37-38 of the text. The purpose of this exercise is to determine whether students can apply the definition of system presented in the "slide-tape."
4. Ask students to respond to Exercise 2. Before going to the next segment of the "slide-tape" spend a few minutes discussing answers to Exercise 2. See the answer sheet in Appendix C-1 to this Teacher's Guide for our discussion of answers to Exercise 2. You may want to make multiple

copies of this answer sheet so that you can distribute a copy to your students for future reference and review.

5. Show the next segment of Part I of the "slide-tape." This final segment of Part I presents possibilities for maintenance or change over time in a social system. At the end of this segment, stop the "slide-tape" and have students do Exercise 3. Spend a few minutes discussing answers to Exercise 3. See Appendix C-2 for our discussion of answers to Exercise 3. You may want to make multiple copies of this answer sheet so that you can distribute a copy to each student for future reference and review.
6. Show the first segment of Part II of the "slide-tape" which is titled "A Political System." This part of the slide tape applies the concept of system to political life. Stop the "slide-tape" when directed to do so to allow students to respond to Exercise 4. Spend a few minutes discussing this exercise. See Appendix C-3 for our discussion of answers to Exercise 4. You may want to make multiple copies of this answer sheet so that you can distribute a copy to each student for future reference and review.
7. Show the final brief segment of the "slide-tape." When the program is over, tell students they will be asked to apply what they have learned from the slide-tape to analyze a case study of political life in a city in South Texas. Show them the case study about Crystal City, Texas on page 57 of the text and ask them to read this case.

Activity C-2: Analyzing a Political System

Instructional Objectives

1. Students can describe and explain political life in Crystal City, Texas in 1963 in terms of the related concepts of political activities and resources as indicated by their responses to the four questions on pages 62 to 63 of the text.
2. Students can compare political life in Crystal City, Texas at two points in time, 1963 and 1969, in terms of the related concepts of political activities, resources, and experiences which the questions on pages 69 to 70 of the text are designed to gauge student performance in this objective.
3. Students can compare political life in Crystal City, Texas at three points in time, 1967, 1969, and 1975 in terms of the related concepts of political activities, resources, and experiences which comprise our basic political system model. Questions 1-4 on pages 77 to 78 of the text are designed to gauge student performance on this objective.
4. Students can select and defend value judgments about political life in Crystal City as indicated by their responses to question 5 on pages 77 to 78 of the text.

Instructional Procedures

1. Make certain that students have read pages 57 to 78 of the text, which includes the case study "Who Gets What in Crystal City?" Stress that students are expected to apply what they have learned about a political system to the analysis of this case. Thus, this lesson can be thought of as a

grand application lesson for the ideas developed in the preceding "slide-tape" lesson. By successfully completing this lesson, students can demonstrate their ability to use the main ideas presented in the preceding lesson.

2. After students have read the "Crystal City case," move through the three sets of questions in the case with them. The first set is on pages 62-63. These questions focus the attention of students on the fact of total political domination of Crystal City by the Anglos of the beginning of 1963. Students are asked to describe and explain political life systematically in terms of the related concepts of political activities and resources. (See Appendix C-4 for a discussion of answers to these questions.)
3. Discuss the second set of questions about the "Crystal City" case on pages 69 to 70. These questions focus the attention of students on comparing the political system of Crystal City in 1963 and 1969. The questions require the comparison to be made in terms of the basic ideas which comprise our basic political system model -- political activities, resources, and experiences. (See Appendix C-4 for our discussion of answers to these questions.)
4. Discuss the third set of questions about the "Crystal City" case on pages 77 to 78. These questions focus the attention of students on comparing the political system of Crystal City at three points in time -- 1963, 1969, and 1975. The questions require the comparison to be made in terms of the basic ideas which comprise our basic political system model -- political

activities, resources, and experiences. (See Appendix C-4 for our discussion of answers to these questions.) You may wish to make multiple copies of this answer sheet so that you can distribute a copy to each student at the end of the lesson. These answer sheets might be useful for reference and review purposes.

5. Notice the difference between questions 1-4 and question 5 on pages 77 to 78. Questions 1-4 require students to describe and explain -- to make factual judgments. In contrast, question 5 asks students to make value judgments about the facts. Questions 1-4 ask students to tell the way it was or is. Question 5 asks them to make judgments about the way it ought to be. That is, they must make judgments about how good or bad the facts were or are.

Observing Political Systems
Part C

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Observing Political Systems
Part C

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Comments:

PART D: COALITIONAL POLITICAL SYSTEMS

Part D is designed to introduce the patterns of political activities and resources that constitute a coalitional political system and to teach students to view political systems types as abstract models. Activity D-1 teaches the concept of coalitional political system. Activity D-2 requires students to apply the concept of coalitional political system to an analysis of a case study of politics in the national government of the USA. Activity D-3 teaches students the meaning of abstract models and applies this concept to political system types that are presented in this course.

Activity D-1: Coalitional Political Systems

Instructional Objective

After doing this activity, students are expected to be able to apply a coalitional political system model to organize and interpret evidence about political activities and resources in two different high schools. The questions on page 95 are designed to measure student performance on this objective.

Instructional Procedures

1. Tell students to read the introduction to Part D, pages 79 to 81. Focus their attention on the graphs describing political activities and resources in two different systems. Help them to see the different patterns of political activities and resources in the two systems. System II is an example of a coalitional system. Activities D-1 and D-2 are designed to develop comprehension of the coalitional type of political system.

2. Require students to read pages 81 to 87 about the main characteristics of a coalitional political system.
3. Divide the class into small groups (5-8 students to a group) and ask the groups to do the application exercise on pages 88 to 95. The purpose of this part of Activity D-1 is to determine whether or not students can use their concept of coalitional political system to organize and interpret contrasting sets of evidence about political activities and resources. Tell students to use the questions on page 95 to guide their analysis of the two sets of evidence. Inform students in each group that they should do this exercise cooperatively with others in their group.
4. Provide time for students to discuss the answers to the questions on page 95 in their subgroups.
5. Call on a member of one of the subgroups to answer question 1. Prompt members of other groups to respond critically to this answer. Discuss the remaining questions in this set (questions 2-6) in the same manner.
6. See Appendix D-1 in this Teacher's Guide for our discussion of answers to these questions. You may wish to make multiple copies of this answer sheet so that you can distribute a copy of the answer sheet to each student at the end of this lesson. These copies might be useful for reference and review purposes.

Activity D-2: Coalitional Politics in the USA

Instructional Objectives

1. Students can use a coalitional political system model to organize and interpret information about politics in the national government of the USA. Questions 1-4 on page 107 can be used to measure student performance on this objective.
2. Students can formulate and defend value judgments about the means and ends in the case study of politics in the national government of the USA. Questions 5-6 on page 107 can be used to measure student performance on this objective.

Instructional Procedures

1. Ask students to read pages 99 to 106, which includes "Rules About Powers and Duties in the National Government" and a case study about political activity under these rules, "With Advice and Consent."
2. Tell students to analyze their reading in terms of the questions on page 107. These questions require students to apply what they have learned about a coalitional political system type.
3. Discuss these questions with students. Note that questions 1-4 require factual judgments -- description and explanation about the way it was or is. In contrast, questions 5-6 require value judgments, opinions about the way it should have been. See Appendix D-2 in this Teacher's Guide for our discussion of answers to these questions. You may wish to make multiple copies of this answer sheet so that you can distribute, at the end of the lesson, a copy of the answer

sheet to each student. These copies might be useful for reference and review purposes.

Activity D-3: Political Systems as Models

Instructional Objectives

1. Students can organize the same information in terms of two different political models -- a system model and a role behavior model. The exercise on pages 121 to 122 can be used to gauge student performance on this objective.
2. Students can demonstrate understanding of what an abstract model is and how one is used to analyze political life. Questions 1-6 on pages 108 to 118 can be used to gauge student performance on this objective.

Instructional Procedures

1. Divide students into several small groups (5-8 people to a group).
2. Ask students to read pages 108 to 118 about political systems as models.
3. Tell each group to do the exercise on pages 121 to 122 and to answer the six questions based on this exercise on pages 119 to 120. Encourage members of each group to work cooperatively on this assignment.
4. Call on one of the groups to tell their responses to the exercise about organizing information on pages 119 to 120. Have the other groups react to their answers. Students should categorize the list of nine factual statements on page 119 quite differently in terms of the two contrasting

political models. See Appendix D-3 for our discussion of answers to this exercise.

5. Call on members of one of the subgroups to answer the six questions on pages 121 to 122. Have students in the other groups react critically to their answers. See Appendix D-3 for our discussion of answers to these questions. You might want to make multiple copies of this answer sheet so that you can distribute it, at the end of the lesson, to each student. These copies might be useful for reference and review purposes.

Observing Political Systems
Part D

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
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3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
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   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Observing Political Systems
Part D

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART E: TWO POLITICAL EXPERIENCES

The principal purpose of this part of the unit is to introduce students to two major concepts in the course: maintenance and change. Throughout the activities in this part, students will use the "war powers" issue between the President and the U.S. Congress as a vehicle for learning about these concepts and applying them to concrete cases. Finally, students will play the "Decide!" game in order to review these ideas and determine how they are relevant to everyday political situations.

This part should take approximately 3-4 class periods to teach. The explanations of the maintenance and chance concepts are contained on page 130 and page 139 respectively.

Activity E-1: Roosevelt and the Lend-Lease Bill

Instructional Objective

As a result of working with Activity E-1, students should be able to identify and apply the concept of political maintenance to the war powers case involving President Roosevelt. Partial mastery can be determined by student responses to discussion questions at the end of the case. Final mastery can be measured by student responses to Mastery Test questions at the end of this unit.

Instructional Procedures

This activity consists of some reading about war powers as an issue, a case study of Roosevelt's decision to send 50 destroyers to Britain, which set a precedent for the Lend-Lease Bill, and some class discussion questions. The instructional procedures for the activity can be listed as follows:

1. Ask students to read pages 124-128 of the student materials and to answer the questions on page 129 following the case.

2. Conduct a class discussion of the case. By the end of the discussion, students should have highlighted a definition of political maintenance which makes sense to them based on the case. The questions which can be used for class discussion and prototypic responses are listed below:

   a. Did Roosevelt feel he needed Congressional legislation in order to send the destroyers to Britain? Did he wait for such legislation to make his decision?

      Roosevelt did feel he needed Congressional legislation. He did not wait for legislation because he determined that past laws, the Court, and his advisors supported him.

   b. Did Roosevelt seek the consent of members of other branches of government in making his decision? If so, whose consent did he seek?

      Yes, Roosevelt sought a great deal of consent, and received it. He spoke with Congressional leaders, his cabinet, his attorney general, and presidential candidate Wendel Wilkie.

   c. Did Roosevelt use his position as Commander-in-Chief as a base for making his decision?

      No, Roosevelt believed he did not have authority to commit the U.S. to war.

   d. Did Roosevelt feel that the power to commit ships was "inherent" in the office of the Presidency?

      No. If Roosevelt had thought that his powers were inherent, he would have not asked for advice and backing. He clearly attempted to work within the explicit rules and precedents set for the Presidency. Executive agreement was one of those explicit precedents.

   e. Did Roosevelt's decision affect the distribution of resources such as authority or status between the Presidency, Congress, and the Courts?

Have students explore this point. Roosevelt didn't take any status or wealth from Congress, nor did he change any ideas about the system of checks and balances which had separated the decision to go to war (Congress) and the management of war (Presidency).

f. Did Roosevelt engage in any activities which were different from previous Presidents? Did any of his activities change the working relationships established between the Presidency, Congress and the Courts?

Students should discuss what Roosevelt did compared to past Presidents. Roosevelt sought legislation, consent and legal precedent as had others before him. He basically did not engage in any new activities which would affect the balance of power between the three branches of government.

g. This case is one of political maintenance. Give a definition of political maintenance which you think accurately describes what happened in this case.

Students should be able to discuss this at length. You should accept their initial ideas and move them toward the following definition:

> Political Maintenance is a political experience which occurs when patterns of resources and activities remain the same over time and a political system continues to operate in the same way.

Students should see that the key to looking at a political experience is seeing what happens <u>in the long view</u> to patterns of resources and activities. No matter what the specific resources and activities are, if they <u>stay the same</u> over time, it is a maintenance experience. Students should be able to present examples from the case to support their definition.

Activity E-2: Truman and the Korean Decision

<u>Instructional Objectives</u>

As a result of working with Activity E-2, students should be able to achieve the following objectives:

1. To identify and apply the concept of political change to the decision of President Truman to send troops into Korea. Partial mastery of this objective can be demonstrated by

responses to class discussion questions. Final mastery can be measured by student responses to questions on the Mastery Test at the end of this unit.

2. To make comparisons utilizing criteria for comparative analysis. Partial mastery of this objective can be determined by student responses to exercises in the section of the unit on "making comparisons." Final mastery of the objective can be measured by student responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

This activity consists of some background reading on political change, a case on President Truman's decision to send troops to Korea, and an exercise on the skill of making comparisons. The instructional procedures for the Activity can be outlined as follows:

1. Ask students to read pages 129-133 of the student materials and to answer the questions on pages 133 following the case.
2. Conduct a class discussion of the case. Students should progress through the questions to a definition of political change. The questions and prototypic answers are sketched below:

   a. Did Truman feel he needed Congressional legislation in order to send troops to Korea? To Europe?

      The answer is "No" in both cases. Truman felt it was his prerogative as President to send the troops.

   b. Did Truman seek the consent of members of other branches of government in making his decision? If so, whose consent did he seek?

      He did not seek consent. He sought support after a decision was made.

c. Did Truman use his position as Commander-in-Chief as a base for making his decision?

Yes. He felt he had authority to make such decisions based solely on his role as commander. He could commit troops when called upon. He did not say he could declare war, but he could commit troops in an existing war.

d. Did Truman feel that the power to commit troops was "inherent" in the office of the Presidency?

No. He used the basis of explicit powers granted to the Commander-in-Chief.

e. Did Truman's decision affect the distribution of resources such as authority or status between the Presidency, Congress, and the Courts?

It strengthened the President in the role of Commander-in-Chief. However, although it gave the President more authority, it did not change the system of checks and balances. This is a good case of a change which was incorporated into the existing system.

f. Did Truman engage in any activities which were different from previous Presidents? Did any of his activities change the working relationships established between the Presidency, Congress and the Courts?

Truman engaged in one or two activities which were different from Roosevelt. He did not seek legislation. He only sought consent after he had made his decision. He relied on his role as Commander-in-Chief. Like Roosevelt, he did not claim inherent powers. His activities left the working relationships between the Presidency, Congress and the Courts largely unchanged.

g. This case is one of political change. Give a definition of political change which you think accurately describes what happened in this case.

Student responses should be encouraged at first. Then students should be guided to approximate the following definition of political change:

> Political change occurs when differences in patterns of resources and activities are incorporated into a political system and the system continues to operate in largely the same way.

Students should be able to give examples from the case which make it a case of political change.

3. Go through the section on comparisons (pages 134-136) with students in class and conduct an open-ended discussion of the exercises contained in the section. The exercises will extend students' knowledge of the Roosevelt and Truman cases. Students should also be able to know the criteria for making a comparison and be able to recognize statements of comparison.

Activity E-3: Decide!

Instructional Objective

The object of the Decide! game is for students to apply the ideas of political maintenance and change to a new situation which is familiar to them. In this way, they can see the relevance of what they learn as well as use what they learn in an everyday situation.

Instructional Procedures

All of the materials and the teacher's instructions are contained in the game folder labeled Decide! Turn to the game and read the instructions carefully before you begin to introduce it to students.

When you have finished the game, be sure to fill in the teacher reaction form contained in the next few pages.

Observing Political Systems
Part E

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Observing Political Systems
Part E

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART F: POLITICAL DEVELOPMENT AND CONFLICT

Part F of this unit is designed to introduce students to two additional political experiences: political development and conflict. Students are first introduced to the two experiences through two fictional dialogues about community and school government. They are then asked to apply their knowledge to two more cases about war powers in the U.S. The first case involves Lyndon Johnson's 1965 decision to send U.S. combat troops into the Vietnam War. The second case focuses on Richard Nixon's decision to send troops into Cambodia in 1970. Students then play two more rounds of the Decide! game and relate political development and conflict to their own everyday lives.

This part of the unit should take from 3-4 class periods. The explanations of the development and conflict concepts are contained in pages 150-151.

Activity F-1: Two Dialogues

Instructional Objective

As a result of working with Activity F-1, students will be able to define political development and conflict. Partial mastery of this objective can be determined by student responses to discussion of the two dialogues. Final mastery of the objective can be measured by responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

Students should use the dialogues, "Government for Sale" and "A Cloud of Smoke," as springboards for forming definitions of political development and conflict. The dialogues should be read or acted aloud in class and a discussion should be held which guides students to

appropriate definitions of development and conflict. The instructional procedures for this activity are listed below:

1. Ask students to read page 140 of the student materials and ask them to choose a part in reading/acting out the dialogues on pages 141-148.
2. Have the students read/act out the dialogues.
3. Lead the students in a discussion of the questions on page 149. The questions and prototypic responses are outlined below.

   a. What type of political experience is each of the two groups considering in the dialogues?

      The "Government for Sale" dialogue is about a council planning political development. The "Cloud of Smoke" dialogue is about student plans during a conflict. Have students explore why they think these answers make sense or why they do not.

   b. What seem to be the major similarities and differences in the ways resources and activities are to be changed in these cases?

      The Central City Council would change patterns of activities and resources toward a more elite system if Councilman Stack had his way. Over time, all of the resources would be held by Council members. If Councilwoman Sloan had her way, every group would have some representation and some power. Resources and activities would be more evenly distributed.

      The High School is clearly run by the principal. The students have few resources and cannot carry out activities as the administration and teachers do. There is a basic contradiction between what teachers can do in regard to smoking and what students can do.

      The two cases are different because the Council is trying to move the system altogether in a new direction. The students, on the other hand, are trying to act differently within an existing structure. They are contradicting an existing structure while the Council is trying to convert to a new system.

   c. Based on the case material, what do you think is a good definition of political development?

Students should suggest ideas and be guided to the following definition of political development:

> Development occurs when differences in patterns of resources and activities reinforce each other over time and a political system operates in a different way.

d. How does material in one of the cases support your definition of political development?

Students should be able to give examples that fit their definition from the "Government for Sale" case.

e. Based on the case material, what do you think is a good definition of political conflict?

Students should state their own ideas and be guided toward a definition which approximates the one below:

> Conflict occurs when differences in patterns of resources and activities contradict each other over time and a political system operates in a different way.

f. How does the material in one of the cases support your definition of political conflict?

Students should be able to supply examples from the "Cloud of Smoke" case.

Activity F-2: Johnson, Nixon and War Powers

Instructional Objective

Students will be able to apply the concepts of development and conflict to two additional cases about war powers. Partial mastery of this objective can be determined by student responses to discussion questions. Final mastery of the objective can be measured by student responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

This activity revolves around two cases that serve as application exercises on development and conflict as well as ways to extend students'

knowledge of war powers. One case is based on Johnson's decision to send combat troops into Vietnam in 1965. This case illustrates development. A second case is based on Nixon's decision to send troops in to Cambodia in 1970. This decision represents conflict.

The instructional procedures for the activity are outlined below:

1. Divide students into groups of 4-5 students each.
2. Ask students to read the cases on Johnson's and Nixon's decisions on pages 150-162. Ask them to discuss the questions on page 162 as a group for class discussion.
3. Lead a class discussion using the following questions as a base.

   a. Did Johnson or Nixon feel they needed Congressional legislation in order to send troops into Southeast Asia? Did they wait for such legislation to make their decisions?

      Neither Johnson nor Nixon felt they needed Congressional legislation, nor did they wait for it. Johnson especially felt that the Gulf of Tonkin resolution gave him all the Congressional support he needed. Nixon disregarded Congress entirely.

   b. Did Johnson or Nixon seek the consent of members of other branches of government in making their decisions? If so, whose consent did they seek?

      Johnson asked for consent from House and Senate leaders after his decision. Nixon kept his decision a secret except at the highest levels. Kissinger attempted to talk with some Congressmen for the President.

   c. Did Johnson or Nixon use their position as Commander-in-Chief as a base for making their decisions?

      Both used their position. Nixon relied on it totally as a basis for Cambodia and attempted to say it was all he needed.

   d. Did Johnson or Nixon feel that the power to commit the troops was "inherent" in the office of the Presidency?

Johnson believed his actions were constitutional based on his role as Commander-in-Chief. Nixon carried his power one step farther by claiming that an attack on Cambodia by the U.S. was a "tactical" move. Such a claim would institutionalize in the role of the President the power to commit troops in an invasion of a foreign country. This was a major step in removing the decision to go to war from the Congress.

e. Did Johnson's or Nixon's decisions affect the distribution of resources such as authority or status between the Presidency, Congress, and the Court.

Both decisions affected the distribution of resources. Johnson asked only for legislation to implement his decisions. The power to decide was clearly his. Nixon went a step further and incorporated the power to decide to attack another country into the role of the President. Nixon definitely felt there were "inherent" powers and tried to make them explicit. The power of decision was clearly and explicity shifted to the President.

f. Did Johnson engage in any activities which were different from previous Presidents? Did any of his activities change the working relationships established between the Presidency, Congress and the Court?

Johnson continued the Truman tradition of relying on his role as Commander-in-Chief. He also began to split war powers in a different way. The Congressional role became one of providing legislation such as the Gulf of Tonkin resolution. The President's role became one of making decisions about wars and troops.

g. Did Nixon enlarge his control over war powers compared to Johnson? If so, what added control did Nixon have?

Nixon did enlarge his control by incorporating into the role of Commander-in-Chief the actions related to bombing other countries not engaged directly in a war effort. In effect, he removed the decision to declare war from the Congress and did not consult Congressmen as he expanded the war.

h. How do these cases illustrate political development and conflict? Give some examples that fit your definitions.

Students should be able to trace the shift in war powers to the Presidency across all four cases -- Roosevelt, Truman, Johnson and Nixon. This illustrates development. They should also see how contradictions in past patterns of resources grew in Johnson's Presidency and came to a head in Nixon's case. Finally, they should see how Nixon's

activity spurred debate and controversy over who had the decision power and what actions the President could take. This debate focused on a contradiction between Congressional authority and Presidential authority. In the past Congress had held the authority to declare war. By 1970, both the President and the Congress claimed this authority. This illustrates conflict. In both the Johnson and Nixon cases, the U.S. system was very different as a result of development and conflict. It was becoming more and more dominated by the Presidency.

Activity F-3: Decide!

Instructional Objective

Students will apply what they have learned in the game Decide! The game will aid them in seeing how development and conflict are significant experiences in everyday political situations.

Instructional Procedures

You should play round three and round four of the Decide! game. The instructions and materials needed to play the game are contained in the game package.

When you have finished the game, be sure to fill out the teacher reaction form on the following pages. The form is important to our evaluation effort.

Observing Political Systems
Part F

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)

   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Observing Political Systems
Part F

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Comments:

PART G: OBSERVING POLITICAL EXPERIENCES

The purpose of this part of the unit is for students to practice two types of skills -- taking observer roles in groups and using an observation record to gather systematic information about political experiences. Students will first learn about and practice observer roles. They will then use an observation record to gather information in everyday political settings about maintenance, change, development and conflict. Through these two activities, students should be able to see relevant applications of the knowledge they have learned in the unit.

Activity G-1: Taking an Observer Role in Groups

Instructional Objective

Students will be able to carry out an observer role in groups they interact in everyday. Partial mastery of this objective can be determined by student participation in observation activities in class. Final mastery of the objective can be measured by student responses to questions on the Mastery Test at the end of this unit. The Mastery Test will tap only recognition of the role, but it is one concrete measure of student performance.

Instructional Procedures

This Activity consists of a case study, "Trouble at Laredo" and practice of observer roles in class. Students will also choose a group in their school or community for out-of-class practice in observation skills. The instructional procedures for the unit can be listed as follows:

1. Have students read pages 166-169 in the student materials and respond to the exercises contained in these pages.

2. Lead a class discussion of the case and the criteria for taking an observer role listed on page 168.
3. Lead the class in choosing groups in which they interact regularly and in which they might play an observer role. Ask students to practice their observer skills as other students are selecting school or community groups in which they would like to work.
4. As students choose groups, list these groups on the blackboard. Every so often, ask a student to explain how he/she is practicing an observer role. Students should be able to state how they have observed others decisions and how they meet the criteria of an observer.

Activity G-2: Observing Political Experiences in Your School

Instructional Objective

Students will be able to use an observation record to collect systematic information about political experiences. Partial mastery of this objective can be determined by analysis of student observation records. Final mastery of this objective can be measured by student responses to questions on the Mastery Test for this unit.

Instructional Procedures

This activity focuses on preparing students to make observations of political maintenance, change, development and conflict. Students will use an observation record in school or community groups in which they have chosen to work. The instructional procedures for this activity are outlined below.

1. Ask students to read pages 170-175 in the student materials.
2. Divide students into groups of 4-5 people and ask them to discuss their responses to the exercises on page 171 and to study the observation record to make sure they can work with it in the groups they have chosen.
3. Conduct a class discussion of the exercises on page 171, the guidelines for observation of the four political experiences, and the observation record.
4. Ask students to play an observer role and fill out an observation record in the next meeting of the group they have chosen to work in. There will be time in the next unit for students to discuss their observations.

Mastery Test

There is a Mastery Test which should be administered when you have finished Activity G-2. Please send us back the tests as soon as students have completed them. You may also want to use test results for determining student achievement of the objectives of this unit. In any case, the answer sheets should be returned as soon as you have completed your analysis.

In addition, please fill out the teacher reaction form contained on the next few pages and return it to us. The form should refer only to Part G.

Observing Political Systems
Part G

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Observing Political Systems
Part G

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

What (briefly) would you identify as the strongest aspects of this part?

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Appendix A-1: Answers to Questions 1-9 on Page 15 of the Textbook

1. The Chicano students valued the right to learn about and express their ethnic identity and culture in school. Thus, these students wanted to study courses about Chicano history and literature and to have teachers who would understand the Spanish language and Chicano customs and traditions.

The school officials valued transmission of the main-stream culture to the Chicanos in order to equip them with potential for material success. They also valued maintaining the traditions of the school and protecting the authority of teachers in their dealings with students.

2. Differences in values led to conflict between the Chicano students and the school officials. In order to put pressure on the school officials, the Chicano students organized their protest demonstration, "the walkout."

3. Political resources of the Chicano students included political skills needed to organize a protest demonstration and to negotiate with school officials. Another resource was their set of ideas about Chicano traditions and customs, which motivated them to act politically and sustained their efforts.

4. The Chicano students used their resources to organize and maintain a protest demonstration and to negotiate with school officials to try to achieve their objectives.

5. Political resources of the school officials included the political knowledge and skills associated with their jobs as public officials. In particular, they had the resource of high status in the school. That is, they were in recognized positions of authority and influence.

6. The school officials used their resources to settle this conflict so that the basic order and traditions of the school were maintained.

In particular, their high status was a source of authority and influence.

7. As described in the news article on page 7, the "walkout" was ended and the conflict was settled. The basic order and traditions of the school were maintained. The principal maintained his authority and status in the school. The teacher that the students wanted to have fired was retained. However, the Chicano students did gain some benefits. Three new teachers were hired who speak Spanish as well as English. New instructional units in Mexican-American culture and history were prepared. All teachers were required to take a human relations workshop that included instruction about Chicano traditions and cultures.

8. The resources of the school officials were sufficient to enable them to settle this conflict without losing any of their authority or status. However, the resources of the Chicano students were sufficient to enable them to achieve a few changes that benefited them.

9. At Whittaker the school officials had many more resources than the students. Thus, they could have much influence on the important decisions in the school. In contrast, resources were distributed more equally between different groups at Glenbard High School. Thus, no one person or group was in a position to dominate decision-making.

Appendix B-1: Role Descriptions for Participants in the Role Play Activity: The Dance Committee Decides

Role Description #1

Bill Abenschein, Dance Committee chairperson.

Role Behavior Instructions: As committee chairperson, you are expected to play the organizer role in this group. You are supposed to be the leader. Your preference in this case is to hire the Court Jesters combo to provide music for the dance and to hire Gino's Pizza Parlor to provide refershments. You have the support of Cindy Jones, the senior class president, who appointed you to this role.

Cindy's main objective is to make arrangements for this dance which will satisfy a majority of the students. You feel a strong responsibility and loyalty to Cindy. Thus, you want to learn what other committee members want to do before you present your own ideas. (See page 20 of the text for a complete description of your preferences.)

-- -- -- -- -- -- -- -- -- -- --

Role Description #2

Ramon Hernandez, Dance Committee member who represents the interests of students who enjoy dancing to live music.

Role Behavior Instructions: You will begin this meeting by playing a strong advocate role. You believe that many students enjoy dancing to rock music as you do. Thus, you want to represent the interests of those who want to dance to the live music of a first-rate rock band. You want to hire "Me and Dem Guys," a top rated local rock band. (See page 19 for a complete description of your preference.)

You feel strongly about your preference and want to try as hard as you can to achieve your goal. You are even willing to influence your

friends not to attend the dance if you don't get your way. Since you are very popular, this move would threaten the success of the dance. You hope to use the popularity of yourself and your group as a resource in this meeting.

-- -- -- -- -- -- -- -- -- -- --

Role Description #3

Jason Lancaster, who represents the interests of students who want a fancy dinner dance.

Role Behavior Instructions: You will begin this meeting by playing a strong advocate role. You believe that the "in" group of kids in the class want to hold a classy dinner dance at the Fox Head restaurant. (See page 19 for a complete description of your preference.)

You feel very strongly about your preference and want to try as hard as you can to achieve your goal. You and your friends are even willing to hold your own private class party at the Fox Head restaurant if your proposal is turned down. The parents of students in your crowd are wealthy enough to pay the expenses for a small private party. Since these parents are "big shots" in the community, your group tends to have a lot of say in what goes on in the school.

-- -- -- -- -- -- -- -- -- -- --

Role Description #4

Florethia Washington, Dance Committee member who represents the interests of students who want to save money for other activities.

Role Behavior Instructions: You will begin this meeting by playing a strong advocate role. You want very strongly to hold the dance in the gym with records in order to save money, which could be used for another

activity later in the year. You believe that you represent the interests of many students. (See page 19 for a complete description of your preference.)

You feel very strongly about your preference and want to try as hard as you can to achieve your goal. You and your friends have contributed much time and energy to earning money for the class treasury. Thus, your group feels that they should have a lot to say about how the money is spent. You and your group have earned much respect from teachers and students for your many contributions to the class. You hope to use this respect as a resource in this meeting.

-- -- -- -- -- -- -- -- -- -- -- -- --

Role Description #5

Ginger Berry, Dance Committee member who wants to do what seems best for the majority of students.

Role Behavior Instructions: You will play a facilitator role throughout this meeting. You also are willing to play a supporter role in behalf of Bill Abenschein, as long as he seems to be in favor of proposals that would seem to satisfy the largest number of students.

You have interest and skill in helping people to cooperate and to "iron out" their differences. You feel very strongly about the need to maintain harmony and cooperation in the group. (See page 19 for a complete description of your preference.)

You and some of your friends have taken a poll of the senior class students about the preferences for the dance. Here are the results:*

1. Those who favor a dance in the gym with records 36%
2. Those who favor a fancy dinner dance at a place like the Fox Head restaurant 13%

3.	Those who favor a dance in the gym with a good rock band	40%
4.	Those who are undecided or don't care	11%
	TOTAL	100%

*This poll includes all seniors who were in school last Monday. Thus, all but seven of the 288 senior students were part of this poll.

You may present the results of this poll to those in the meeting when and if you think best.

Appendix B-2: Observation Records to Use with the Role Play Exercise

Observation Record
To Use With Role Play Exercise
(Observer Group #1)

1. Name of Observer: _____

2. Date when observation was made: _____

3. Name of group observed: _____

4. Size of group observed: _____

5. What was the group trying to accomplish: _____

_____

_____

6. Which of these political participant roles were performed in the group? Provide one example of each of the participant roles which were performed in the group.

   a. Observer: _____

   _____

   b. Supporter: _____

   _____

   c. Facilitator: _____

   _____

   d. Advocate: _____

   _____

   e. Organizer: _____

   _____

7. What were different objectives of the participants in this activity?

   a. Bill: _____

   _____

   b. Ramon: _____

   _____

   c. Jason: _____

   _____

   d. Florethia: _____

   _____

   e. Ginger: _____

   _____

8. What did participants do to achieve their objectives? (Use what you have learned about political activities and resources to answer this question.)

   _____

   _____

   _____

   _____

   _____

9. What was the outcome of the group's activity?

   _____

   _____

10. Who gained something from the outcome? _____

    What was gained? _____

11. Why did this outcome happen? (Use what you have learned about political activities and resources to try to explain the outcome of this activity.)

    _____

    _____

    _____

Observation Record
To Use With Role Play Exercise
(Observer Group #2)

1. Name of Observer: _____

2. Date when observation was made: _____

3. Name of group observed: _____

4. Size of group observed: _____

5. In the space below, report what happened in the group: _____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix C-1: Answers to Exercise 2 on Pages 37-38 of the Text

A-1. The three ideas that can be combined to form a system are age, respect, and influence.

A-2. There are many possible examples of how the ideas of age, respect, and influence can be combined to describe relationships between members of the family in this exercise. Here is one example. The grandparents would have more influence than the parents in settling a family dispute. This is so, because in this family those who are older have more respect and influence than do those who are younger.

B-1. The four ideas that can be combined to form a system are wealth, knowledge, respect, and influence.

B-2. In this organization, those at higher levels have more wealth and knowledge than do those at lower levels in the organization. Thus, the person at the top level in the organization has the most to say about the rules of the organization. This person has more knowledge and wealth than others do. Thus, he has more respect and influence. The seven people at the lowest level in the organization would have the least to say about the rules. They have less wealth and knowledge than others do. Thus, they have less respect and influence in the organization.

Appendix C-2: Answers to Exercise 3 on Page 42 of the Text

a. Chicken #2 will become the new chief chicken.

b. In this social system, those with more aggressiveness and strength have more respect and influence. Chicken #2 has more aggressiveness and strength than the other chickens remaining in the system. Thus, it is likely that chicken #2 will become the new chief chicken.

c. The ideas of aggressiveness, strength, respect, and influence were used as a system to answer the preceding questions. These ideas were related in order to describe and explain relationships between the chickens in a barnyard.

d. The preceding answer did not describe a basic change in the barnyard social system. A new chicken became the dominant member of the system. But the system was still based on this relationship: Those with more aggressiveness and strength have more respect and influence. There was no basic change in the way the system works.

e. If two or more chickens continue to fight over "pecking rights," this could mean a change in the way the system works. In the short run, the system would be changed from a stable set of relationships to a condition of continued conflict and instability. In the long run, this conflict could lead to very fundamental changes in the way the system works. However, the conflict could be resolved in terms of the traditional relationships in the system.

Appendix C-3: Answers to Exercise 4 on Pages 49-52 of the Text

Part "a" of Exercise 4 should be completed by placing checkmarks in Boxes I and IV.

To complete part "b," you should have answered that evidence can be found to support both of the statements about the relationship of political resources to political activities. Numerous examples in the "slide-tape" and throughout this course are presented in support of these statements.

Part "c" of Exercise 4 should be completed by placing checkmarks in Boxes II and III. This indicates that those with more political resources are more effective in political activities. And those with less political resources are less effective in political activities.

The first implication in Part "d" is as follows:

(1) (a) Those with more political resources are more able to participate effectively in political activities in a system than those with less resources.

(b) The Mayor and his assistants have more political resources than any other group in the system.

(c) Therefore, the Mayor and his assistants are more able to participate effectively in political activities than other groups in the system.

The second implication in Part "d" is as follows:

(2) (a) Those with less political resources are less able to participate effectively in political activities in a system than those with more resources.

(b) The manual laborers have less political resources than any other group in the system.

(c) Therefore, the manual laborers are less able to participate effectively in political activities than any other group in the system.

Appendix C-4: Answers to Quetions on Pages 62-63,

Answers to Questions on Pages 62-63

1. Answer "a" is correct.
2. Answer "a" is correct.
3. Answer "a" is correct.

In 1963, the Anglos controlled most of the resources in the system. They used these resources to dominate political life in the system. The Chicanos had few resources and very little to say about politics in Crystal City.

Answers to Questions on Pages 69-70

1. Answer "d" is correct.
2. Answer "d" is correct.
3. Answer "d" is correct. (Some students may want to argue in support of Answer "c," which could be correct. Given the evidence, one can't be certain about whether "c" or "d" is correct.)

In 1969, the Chicanos had a few more political resources than before and they were more involved in the political life in the system. However, these changes were superficial rather than basic. The Anglo leaders were still in control of most of the resources in Crystal City. Thus, they had most to say about who got what in this political system.

Answers to Questions on Pages 77-78

1. In 1975, the distribution of political resources had changed significantly. At this time, the Chicanos possessed enough political resources to be an important independent political force. They were able to make and implement decisions against the wishes of the Anglo leaders.

2. Political activities in 1975 were quite different from what they had been. Previously, Chicanos had very little say about who got what in Crystal City. In 1975, they were a major force in decision-making.

3. In 1975, the Chicanos had a major influence over what went on in the schools and in many other aspects of life in Crystal City. This was quite a change from the minimal political influence of the Chicanos during the 1960's.

4. The political system changed basically from 1969 to 1975. Resources were distributed more extensively among the Chicano group in 1975. Thus, they had more to say about the giving or withholding of important things in Crystal City. The Anglos no longer had enough resources to dominate political life overwhelmingly.

Appendix D-1: Answers to Questions on Page 95 of the Text

1. There are many examples of politics in the two sets of evidence. For instance, in Evidence Set I, the debate about the "vending machine issue," and the decision to vote money for new cheerleader uniforms are two among several examples of political activities. In Evidence Set II, the principal's speech about rules and traditions and the selection of Mugs Murphy to be president of the "Black and Gold Club" are two of several examples of political activities.

2. Politics at Kosciusko High School is more like politics in a coalitional system than is political life at Lakeville High School.

3. At Kosciusko High School, no one person or group has sufficient resources to control all decisions in the system. Rather, resources are distributed rather widely among different groups. Different people and groups need to join forces to make decisions. Usually decisions are made by majority vote or with reference to the opinions of the majority. In contrast, the principal of Lakeville High has sufficient resources to dominate the system overwhelmingly. Political life in this school does <u>not</u> seem to fit the coalitional system model.

Appendix D-2: Answers to Questions on Page 107 of the Text

1. The opposing groups were President Nixon, Senators and others in favor of Carswell's nomination to the Supreme Court and Senators and others opposed to Carswell's nomination.

2. The opposing groups were for and against the appointment of Carswell to the Supreme Court. Those in favor believed that Carswell would make decisions as a Supreme Court Justice that they would favor. In contrast, those opposed to Carswell believed he would make "bad" decisions as a Supreme Court Justice.

3. President Nixon used his high status in the government to pressure Senators to support Carswell. In particular, he threatened to campaign against Senators up for re-election who opposed Carswell. He offered to campaign for Senators who supported Carswell. Nixon also promised to help some Senators get public works projects for their states in return for support of Carswell.

Senators Bayh, Brooke, and Kennedy led the opposition to Carswell. They stimulated various groups around the country to put pressure on various Senators to help them decide to oppose Carswell. Several labor unions and civil rights organizations conducted campaigns to influence Senators by influencing public opinion in their states. Many letters were written to Senators expressing opposition to Carswell. Prominent newsmen wrote influential articles against Carswell. Finally, many influential lawyers questioned Carswell's capabilities to be a Supreme Court Justice.

Many other examples of political activities and resources employed to support or oppose Carswell could be mentioned. However, the preceding examples should suggest the kind of answers that fit this question.

4. The description of political life in this case study fits our description of a coalitional political system to a great extent. For example, decisions were made by majority vote and/or with reference to majority opinion of the public. In order to make decisions, different individuals and groups had to form alliances, to build coalitions. No one person or group had sufficient resources to dominate political life. Rather resources were distributed extensively among numerous groups.

Appendix D-3: Answers to Exercise and Questions on Pages 119 to 120 of the Text

Organizing Factual Statements
In Terms of Alternative Models

Following is how one might classify the factual statements in terms of the political system model. These facts belong in Category A: 1, 2, 4, 7. The facts belong in Category B: 3, 6, 8. The facts belong in Category C: 5, 9.

Following is how one might classify the factual statements in terms of the political role made. These facts belong in Category A: 6, 7. These facts belong in Category B: 4. These facts belong in Category C: 1. These facts belong in Category D: 3, 8. Statements 2, 5, 9 do not fit this model.

Answers to Six Questions on Pages 121 to 122

The answer to question "1" is: both models influence one's factual interpretations.

Abstract models are devices for organizing and interpreting information. As you organized the nine political statements in terms of two different models of politics, you should have noticed that each of the two models gave you a different focus or frame-of-reference in terms of which to consider the facts. Thus, your view (or interpretation) of these facts was influenced by the focus, or frame-of-reference, provided by the model you used to organize the facts. The facts were the same in each case, but the meaning you could see in the facts differed from one model to the other. In the first model, you viewed the nine statements as pertaining to political activities, resources and experiences. In contrast, the second model required you to look at the same facts in terms of the roles of mayor, city council member, city manager, and political group leader.

The answer to question "2" is: both models enable a correct organization and interpretation of the factual statements.

Each model gives a different focus that leads to different interpretations of the facts. But both interpretations can be considered correct. They are merely different.

The answer to question "3" is: The political system model can be applied to a wider range of factual statements.

This answer should have been demonstrated by your attempts to organize the nine factual statements in terms of the two models. You undoubtedly noticed that all the statements can be organized in terms of the political system model. However, the focus provided by the role model is more narrow. Three of the factual statements do not fit this model.

The answer to questions "4" and "5" is that one's objective, or purpose, would determine which of the two models would be used. The political system model is relevant to the purpose of someone who wants to compare the political activities and resources of different groups in a city. In contrast, the role model would be relevant to someone with the objective of describing the day-to-day political behavior of individuals who hold leadership positions in a city government.

Correct statements in item "6" are "a" and "d."